

Guide to Assessing Students' Business Critical Thinking/Problem-Solving Abilities
California State University, Chico
College of Business
Spring 2007

(Adapted from Washington State University's Integrative and Critical Thinking Rubric, personal communication with Gary Brown, 9/25/06.)

Paper ID: _____ (Please identify this paper by noting the code used by the student, e.g., Spring 2007-XXXX).

Please rate the paper on each of the following traits. Try to stay close to the descriptors used in the rubric. Granted, not every situation will fit perfectly within a particular rating category and some degree of personal interpretation may be necessary. Each rating category has two levels to allow for some degree of variance within each categorical rating. For each trait please give a rating from 1-6 using whole numbers only (No half-point scores are allowed).

As you evaluate the paper, please place marks on the paper to identify where you think certain traits are occurring and your rating of the trait. To simplify this task, use the number associated with the trait followed by the rating. For example, in the section of the paper where you believe the student is trying to summarize the problem, you would put a 1-3, meaning you found something related to trait #1 and rated it a 3. This process will allow for efficient and effective debriefing and discussion about our evaluations.

| | Emerging | Developing | Mastering | |
|---|--|---|--|-----------------------------|
| Trait | 1 ----- 2 | 3 ----- 4 | 5 ----- 6 | Rating of this Trait |
| <p>1. Problem Identification: Identifies and summarizes the problem, question, or issue. This dimension focuses on task or issue identification, including secondary or implicit aspects of an issue and the relationships between factors that may be integral to effective analysis.</p> | Does not attempt to or fails to identify and summarize the problem accurately. | Summary of issue is mostly accurate but some aspects are incorrect or confused; nuances and critical details are absent or glossed over. | Clearly identifies and summarizes main problem, question or issue. Identifies secondary or implicit issues. If applicable, notes relationships between factors in the situation and how they relate to each other. | ----- |
| <p>2. Evaluates Quality of Evidence: Identifies, assesses, and analyzes the quality of supporting data/evidence. This dimension focuses on evidence of search, selection, and source evaluation skills—including accuracy, relevance and completeness.</p> | <p>Repeats information provided without question or dismisses evidence without adequate justification.</p> <p>Does not distinguish among fact, opinion, and value judgments.</p> <p>Sources are not on topic or are inappropriate. No evidence of search, selection or source evaluation skills.</p> | <p>Use of evidence is qualified and selective, though perhaps unintentional. Discerns fact from opinion and may recognize bias in evidence though attribution is spotty, inappropriate, or exaggerated.</p> <p>Sources selected adequately meet the information need, though little evidence of more than routine exploration.</p> <p>Demonstrates adequate skill in searching, selecting, and evaluating sources to meet the information need.</p> | <p>Examines the evidence and source of evidence; questions its accuracy, precision, relevance, completeness. Information need is clearly defined and is related to assignment, course or personal interests.</p> <p>Evidence of search, selection, and source evaluation skills; notable identification of uniquely salient resources.</p> | ----- |
| <p>3. Business Analysis: Undertakes appropriate quantitative or qualitative analysis. This dimension focuses on the appropriate use of quantitative or qualitative analysis of information to clarify issues and facilitate decision-making.</p> | <p>Quantitative or qualitative analysis conducted is inappropriate, inaccurate, and superficial (or nonexistent).</p> <p>Analysis doesn't help clarify the issues or facilitate decision-making.</p> | <p>Quantitative or qualitative analysis is appropriate and accurate, but rather superficial.</p> <p>Analysis has limited ability to help clarify the issues and facilitate decision-making</p> | <p>Quantitative or qualitative analysis is appropriate, accurate, and thorough.</p> <p>Analysis is used to clarify the issues and facilitate decision-making.</p> | ----- |

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|---|--|---|--|--------------|
| <p>4. Considers Alternative Perspectives: Integrates issue using other perspectives and positions. This dimension focuses on the treatment of diverse perspectives, effective interpretation and integration of contrary views and evidence through reflective and nuanced judgment and justification.</p> | <p>Deals only with a single perspective and fails to discuss other possible perspectives, especially those held by others.</p> <p>If more than one idea is advanced, alternatives are disjointed or bolted together.</p> <p>Adopts a single idea or limited ideas with little question.</p> | <p>Begins to relate alternative views to qualify analysis.</p> <p>Rough integration of multiple viewpoints and comparison of ideas or perspectives. Ideas are investigated, if in a limited way, and integrated, if unevenly.</p> <p>May dismiss alternative views too hastily.</p> | <p>Addresses additional diverse perspectives drawn from outside information to qualify analysis.</p> <p>Fully integrated ideas and perspectives from variety of sources. Analogies may be used effectively. Integrates own and others' ideas through a complex process of judgment and justification.</p> <p>Can clearly present and justify own view or hypothesis while respecting other views.</p> | <p>-----</p> |
| <p>5. Reasoned and Logical Conclusion: Identifies and assesses conclusions, implications, and consequences. This dimension focuses on integrating previous dimensions and extending them to draw conclusions and solve a problem(s). Well-developed conclusions do more than summarize. They establish new directions for consideration in light of context and the breadth and depth of the evidence.</p> | <p>Fails to identify conclusions, implications, and consequences of the issue or the key relationships between the other elements of the problem, such as other perspectives, assumptions, or data and evidence.</p> <p>Doesn't propose solution to problem.</p> <p>Mistakes correlations with cause.</p> <p>Considers knowledge as absolute when confirmed by one or another authority.</p> | <p>Conclusions begin to reflect influence of other perspectives, assumptions, and evidence that leads to consequences that extend beyond the borders of a discipline or single issue.</p> <p>Proposes solution to problem(s) that is somewhat related to previous dimensions noted in rubric.</p> <p>Confuses correlations with cause.</p> <p>Considers knowledge as relative collection of opinions and perspectives, and makes little attempt to compare.</p> | <p>Identifies and discusses conclusions, implications, and consequences considering assumptions, data, and evidence.</p> <p>Proposes solution to problem(s) based on previous dimensions noted in rubric.</p> <p>Objectively qualifies own assertions.</p> <p>Recognizes limitations of correlations or association and qualifies implications of assertions accordingly.</p> <p>Views knowledge as the best available evidence within the given context, even in the face of uncertainty and ambiguity.</p> | <p>-----</p> |
| <p>6. Communicates Effectively: Evaluate the degree to which the writer presented the information in a logical and organized fashion. This dimension focuses on whether or not the writer presented issues, arguments, evidence, summaries, and conclusions in a logical and organized manner.</p> | <p>No or limited logical connection of ideas.</p> <p>Presentation of arguments, evidence, and other information is disjointed.</p> <p>Organization of information interferes with a reader's ability to clearly understand the objectives and outcomes of the analysis.</p> <p>Writer communicated ineffectively.</p> | <p>Most information and ideas are presented in a logical and effective manner.</p> <p>Some minor problems with organization of information which slightly interferes with a reader's ability to clearly understand the objectives and outcomes of the analysis.</p> <p>Writer communicated somewhat effectively.</p> | <p>Logical connection of ideas.</p> <p>Organization of information enhances a reader's ability to clearly understand objectives and outcomes of analysis.</p> <p>Writer communicated quite effectively.</p> | <p>-----</p> |

Please make comments related to the quality of the student's critical thinking and problem-solving abilities.
